



Curriculum Newsletter

GOLDSBOROUGH SICKLINGHALL Federation



'Working together to be the best that we can be'

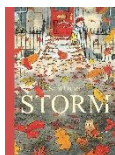
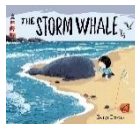
Cherry Blossom - Year 1 & 2 - February-April 2023

The Christian / Human Values we are exploring this half term are: **Endurance and Hope**
 Ethos question: What difficulties have people had to endure around the world? What changes did they hope for?

English

Our English planning is based around our topic 'Wonderful Weather' and 'Australia'. We have selected key texts to teach a variety of genres this half term.

We will start with the story **The Storm Whale** and will focus on **diary writing** skills. We will practise using noun phrases, adjectives and conjunctions to create descriptive sentences. The children will practise their use of different punctuation, and year 2 will learn how to use a comma between two adjectives. After this we will read '**Storm**' by Sam Usher. The children will write **poetry** linked to the weather and describe the wind. They will think about their choice of vocabulary and perform their poems to an audience.



Later, we will read the story **Hurricane** by David Weisner. The children will write their own **recounts** and write a coherent sequence of sentences using all the skills they have covered so far. Next the children will be introduced to books with an Australian theme. We will focus on the story

called **Pocket Chaotic** which features a young kangaroo. The children will revisit their **letter** writing skills.

Finally, the children will read the non fiction book, **This is**

Australia/Where in the World? This will support the children to find out more facts about Australia and the children will write an **information text** to show their learning and knowledge. Year 2 will use subordination in their sentences and a range of sentence types.

This half term, we are still focusing on the correct spelling of **tricky words** and will be looking for super spelling!

Reading will be an integral curriculum area as we focus on refining and improving our reading skills. In year 1 we will focus on **decoding, prosody and comprehension**. In year 2 we will focus on increasing our **fluency; retrieving information** quickly and efficiently to answer questions, as well as **summarising and sequencing**.

How can I help?

Use the phonic keyring to recap all sounds learned so far in our phonic lessons.
 Read eBook/paper book at least 3x weekly and record notes in planner.
 Practise tricky words regularly. Practise common exception words and practise writing the words and sentences from the phonics homework sheet.
 Practise spelling tricky words on the keyring.

Maths

This half term we will be focusing on measurement: length & height, mass, volume and temperature. We will start by consolidating place value for year 1 and multiplication and division for year 2.

Year 1:

Place value – counting from 20 – 50, count by making groups of 10s and portioning into tens and ones.

Compare lengths and heights. Measuring lengths using objects before moving onto using centimetres. Children will then process onto mass and volume. Measuring and comparing mass, measuring and comparing capacity.

Year 2:

Comparing and ordering length and height. Measuring in centimetres, metres. Measuring/comparing mass in g/kg, comparing capacity, millilitres and litres, temperature. We will go on to use the children's understanding of the four operations from earlier in the year and apply this to their understanding of lengths and heights. Children will solve both one-step and two-step problems in relation to lengths and heights.

KIRF Target – Spring Term

Year 1 – I know number bonds to 10.

Year 2 – I know the multiplication and division facts for the 10 times table.

Continuing to revisit these is a great way of ensuring mathematical fluency. Please see the terms KIRF target letter for a complete list of revision targets and if you would like any support or ideas on how to further support embedding these targets please just ask.

How can I help?

Regular use of Maths Shed, Numbots will support children's rapid recall of key facts. Short, regular practise of the KIRFS, in relation to a day-to-day activity will also support rapid recall.

Useful Websites: www.topmarks.co.uk www.mathsplayground.com

Curriculum: Key Skills, Knowledge and Enrichment

Topic- Geography



Our focus is: Australia

Skills / Knowledge to be developed:

Children will be learning where Australia is on a map and will study the island. They will make

comparisons with the UK and look at similarities and differences between the islands. Children will look at the oceans surrounding Australia and name some of the physical features of the landscapes, including the Great Barrier Reef, Sydney Harbour Bridge and Uluru. We will look at the different weather in the UK and Australia and also research the wildlife that lives there. We will look at the different states and territories in Australia and children will learn the names of a few of these- Tasmania, Queensland and Victoria

Lastly, the children will learn about the aboriginal people of Australia and their culture and traditions. We will find out about a famous person - Cathy Freeman – an Olympic gold medal runner. To find out about indigenous cultures we will read the book- My Culture and Me. It is a heartfelt and stirring story of cherishing and sustaining Indigenous cultures.



Greater Depth Challenges:

Children will use aerial photographs to identify a range of physical and human features. They will use a variety of maps to locate landmarks and places independently.

Applied through: Geography lessons, discussions

How can I help?

Ask your child what they want to find out about Australia. What interests them in particular? Is it the animals and wildlife or a particular place? Do some online research to find out the answers to your child's questions and bring them into school for show and tell! Look at maps of the world and find the UK and Australia on the map.

Science -

Our focus is: Living Things and Habitats



Skills / Knowledge to be developed:

Children will explore and compare the differences between things that are living, dead and things that have never been alive. They will be able to define what a 'habitat' is. They will understand that most living things live in habitats to which they are suited. Children will be able to describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. We will look at identifying and naming a variety of plants and animals in their habitats including microhabitats.

Lastly, children will be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. We will finish by exploring different seasons.

Greater Depth Challenges:

Children will create an ideal environment for a woodlouse and prove that this is a successful habitat.

Applied through:

Science lessons, discussion, understanding and explaining the concepts in detail. Exit card quizzes and tasks.

How can I help?

Research your child's favourite animals and investigate where their habitat is. Visit BBC bitesize to look at a variety of different habitats. Explore the habitats of some Australian animals. Find out which season your family members were born in.

P. E

Our focus is: Multi Skills



Skills / knowledge to be developed:




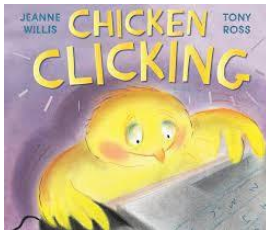



This half term in PE EYFS & KS1 are focusing on multi skills, we are going to be learning about communication, teamwork, evasion, ball control, striking a ball and agility.

Applied through: Weekly PE lessons with Mr Colley (Sporting influence)

How can I help?

Please ensure that children have PE kit (including trainers) for the whole week as other indoor and outdoor sessions might take place at alternative times. They may need additional layers, hats and gloves as well as a spare coat or socks on Thursday with Mr Colley.

Curriculum: Key Skills, Knowledge and Enrichment

DT	Music	PSHE / Wellbeing	R.E.
<p>We are focusing on</p>  <p>Skills / knowledge to be developed:</p> <p>Children will investigate mechanisms and learn how a force (push/pull) can make a mechanism rotate. They will explore a range of wheels and axles and learn how these can be made using wooden wheels and dowel rods for example. The children will practise their design skills by looking at different products and will learn how to join axles to a chassis so that they are strong and secure. We will practise different techniques to create a working model of a car with two axles and four wheels.</p> <p>After we have practised these skills, the children will be given the opportunity to design and create a wind powered car, adding a sail to their chassis to power the mechanism that they have made. We will finish the unit with a wind powered vehicle race! How exciting!</p> <p>Applied through: DT lessons.</p>	<p>Our focus is: ZOO TIME</p>  <p>A Reggae Song for Children by Joanna Mangona</p> <p>Skills / knowledge to be developed:</p> <p>Children will practise finding the pulse, clapping rhythms and explore pitch. They will sing, dance and play instruments and compose a single melody.</p> <p>Applied through: Singing, Musical games, performing songs</p>	<p>Our focus is: Money and Work</p> <p>Skills / knowledge to be developed:</p> <p>This unit includes children being able to know and talk about different factors that support their overall health and wellbeing: sensible amounts of 'screen time' and showing interest in different occupations.</p>    <p>Applied through: PHSE lessons, circle time</p> 	<p>Our focus is: How and why do we celebrate special and sacred times? Easter</p>  <p>Skills / knowledge to be developed:</p> <p>The children will identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion. They will re-tell stories connected with Easter and say why these are important to believers. Children will ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. We will collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. They will explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion and his resurrection on Sunday morning. Then they will explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services and the light and joy of Easter day etc.</p> <p>Applied through: Lessons, discussion and debate Play, artefacts, photographs and storytelling to explore questions.</p>
<p>How can I help? Look for items around the house that have a rotating wheel mechanism. How many can you find? Could you make a vehicle with an axle at home to support your child's design skills?</p>	<p>How can I help? Listen to other examples of reggae songs. Does your child like this style of music?</p>	<p>How can I help? Talk with your child about their emotions and explore mindful moments using Relax Kids activities or Cosmic Yoga. https://www.relaxkids.com/</p>	<p>How can I help? Talk about how you might celebrate special times at home. Do you have any Easter traditions?</p>

Curriculum: Key Skills, Knowledge and Enrichment

Computing

Our ongoing focus is Video Creation! Digital Literacy

Skills / knowledge to be developed:

The children will record a film using a camera app called Shadow Puppets Edu. They will learn how to select images and record a voiceover. They will also learn the skills to highlight and zoom into images as they record. The children will use technology purposefully and create their own story video to share with other children. These videos will be showcased on Twitter and Tapestry for grown-ups to see.

They will evaluate their work and discuss how they can improve their projects and how well they have achieved their desired outcome.

Search, select, rearrange, title, text, record, pause, undo, zoom, pan, highlight.

Applied through: Computing



How can I help?

To remind your child of the importance of being safe online and checking your parental filters.



The use of social media has an age restriction of 13.

Make sure that your child is not accessing your device under your account (which has adult filters).

The Shadow Puppet edu app is free. You can download it at home so that children can practise and refine their skills!

Homework

Ongoing Homework

- **Reading:** please read with your child at least 3x weekly (logged by grownups and noted in their Home School Diary).
- **KIRF Target:** See attached letter.
- **Maths:** Please use Numbots or Maths Shed weekly to practise rapid recall skills.
- **Phonics- please use the sheet given to check that your child can read and write some of the words that we have learned over the week. Can they write the sentence from memory using the graphemes they have learned? Use the next page in the homework book to record or write on a separate sheet of paper.**

Please encourage your children to discuss their homework at home in order that they develop the skills of explanation and reasoning.

Any Other Information / Dates for the Diary

We encourage you to follow our school Twitter account @GS_Federation.

We regularly post updates and photographs of what your children are learning in class alongside other important school information, reminders and updates.



Dates for the diary:

- Monday 20th February – Return to school
- Tuesday 21st February – Diwali Dance workshop
- Thursday 2nd March - World Book Day
- Monday 13th – 17th March - Neurodiversity week
- 13th and 14th March - Parent/Carer Consultations
- Tuesday 14th March – Holi Dance Workshop (TBC)
- Friday 17th March – Red Nose Day
- Tuesday 21st March – World Down Syndrome Day
- Wednesday 29th March – Easter Showcase (details TBC)
- Friday 31st March – PTFA Daffodil Tea (TBC)
- Friday 31st March – School closes for Easter break (normal time)

Thank you, as always, for your continuous help and support. If you have any queries, please do not hesitate to contact us, or make an appointment at the office to arrange a meeting or to request a phone call.

Miss Walsh